**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_R. McKnight\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_6th/ELA **Date:** September 2012

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| **Unit Title: Unit 1: Perspectives and Point of View** | | **Corresponding Unit Task: Task 3** |
| **Unit EQ(s):** | How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | Salutation: greeting to a letter  Body: main text of the letter  Closing: Ending of letter with signature  Revision: changing a writing to improve ideas, structures and/or language used  STAR revision framework | |
| **Materials/Resources** | * Copy of letter written by teacher to students * Letter rubric * STAR revision student graphic organizer and teacher notes * Student-created Venn diagram * Learning Frame worksheet (<http://its.guilford.k12.nc.us/act/strategies/learning_frames.htm> ) | |
| **Activating Strategy/ Bell Ringer** | Writing Into the Day (Quickwrite): If you could ask anyone in the world a question, who would it be? What would you ask? Why would you ask that particular question? | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  ***Power Standards***  **RI.6.9-**Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **W.6.9** – **Draw evidence from literary or informational texts to support analysis, reflection**, and research.  **I Can Statements:**   * I can cite textual evidence to explain my ideas and perspectives. * I can compare and contrast various authors’ perspectives of an event. * I can write a professional and effective friendly letter. * I can use the format of a letter to share my knowledge of various perspectives of a specific event. * I can follow use a revision framework to revise my writing.   **Instructional Plan:**   * Students should share their responses to the “Writing into the Day” quickwrite. (5 - 10 minutes) * Have students put the word “revision” in the center of their paper and have them brainstorm what they think that the word means. Students should use words, phrases and visual images to record their thoughts. (Examples: change, add, delete, picture of an ink pen) Lead students in a discussion that shares their ideas and allows them to add to the ideas that they already have. * Pass out the student graphic organizer for the revision framework STAR. (From Kelly Gallagher) and go through each letter of the framework. Have students record their notes and ask questions about what each letter should mean.  |  | | --- | | STAR Framework | | **S= SUBSTITUTE**  **Replace:**   * overused words * weak verbs with strong verbs * weak adjectives with strong adjectives * common nouns with proper nouns * “dead” words | | **T= TAKE THINGS OUT, ADD or REARRANGE**  **Take out:**   * unnecessary repetitions * unimportant or irrelevant information * parts that might belong in another piece | | **A=Add:**   * detail * decryption * new information * figurative language * development * clarification of meanings * expanded ideas | | **R=Rearrange:**   * the sequence to produce a desired effect   the order for a more logical flow |  * Pass out copies of a friendly letter written by the classroom teacher to the class that talks about one of the first days of school. Students should use the letter to identify, label the parts of a letter and make any necessary annotations to help students understand the structure. (Address, date, Salutation, Body and Closing) Students should also do a Think/Pair/Share to analyze what the teacher included in the letter and why he/she thought that those things were important. Students should create a list of at least 3 events/occurrences that were mentioned and why they think that they were important. * Using different colored markers/highlighters, students should practice the STAR revision strategy using the teacher-generated letter. What do they think needs to be changed? Students should write a short paragraph that explains the revision suggestions that they would suggest to their teacher.   \*If there is time left in the period, begin to talk to students about how different people perceive the same events in different ways. Have students create a venn diagram to compare their memory of the first day of school and that shared by their teacher in the letter. Students will use this information in the next lesson to talk about the following question: How does the perspective of a person impact how they experience and view an event? | |
| **Closing/Summarizing Strategy** | Learning Frame (<http://its.guilford.k12.nc.us/act/strategies/learning_frames.htm>)  Students will complete a Learning Frame that talks about what they learned about revision and writing letters. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Have students to write a response to the letter from their teacher about the first day of school | Give students an example of a letter from another source and use it to introduce letter-writing to students. (*Dear Mr. Henshaw* would be a great piece of literature to use) | Work through each element of the lesson as a class, stopping to chart student ideas. |
| **Assessment(s)** | 1. Completion of STAR notes 2. Student-generated lists of ideas from the teacher-letter 3. Revision suggestion paragraph 4. Learning Frame | | |
| **Reflection** |  | | |

**Learning Frame**

Today, I learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with my class. The first thing we learned was \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Then, \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . After that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I also learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The next time we study \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I want to learn more about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .